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AGENDA

- I. Call to Order
- II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and the public as outlined in Board Policy 2355.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of October 20, 2023
 - B. Ratify Committee Assignments 2023-24
 - C. Ratify 2024-2025 Curriculum Packet, Part I – *Fallstrom*
Description: *Every year the Courses and Programs Committee (CPC) reviews curriculum and then submits to AS for approval. Each year the curriculum approval is submitted in multiple parts. Part 1 contains all new course additions in order to obtain early Board of Trustee approval and submit to the Chancellor's Office in time for next year's catalog. This is to ensure all deadlines are met. You can expect to see, at least, two more curriculum packets for the 2024-2025 catalog in early spring 2024.*
- VII. Reports
 - A. Academic Senate President – *Safaralian*
 - B. College Superintendent/President – *Cooke*
 - C. Classified Senate – *Schneider*
 - D. Associated Student Government – *Hutchinson*
- VIII. New Business
 - A. Sabbatical Leave Reports – *Hanada-Rogers* [Time certain 10:45am]
Description: *Five (5) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Elizabeth Clarke, Claudia Flores, Arlie Langager, Kristi Reyes and Alexis Tucker Sade. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical leave reports are forwarded to the President/Superintendent for approval.*
 - B. Sabbatical Leave Applications for AY 2024-2025 – *Hanada-Rogers*
Description: *Based on the Faculty Assembly contract, the number of sabbaticals is 8% of the full-time faculty in an academic year. A total of sixteen (16) sabbatical leave applications were submitted to the Sabbatical Leave Committee for the 2024-2025 academic year. They come to Academic Senate for a first read for the following faculty members: Megan Allison, Kristine*

Arquero, Leah Cluff, Christy Coobatis, Steven Deineh, Arti Dua, Kelly Hagen, Rachel Hastings, Wendy Horton, Robert Kelley, Casey McFarland, Pedro Morgado, Lemee Nakamura, Michael Paulding, Violeta Sanchez, and Chad Tsuyuki. Sabbatical leave applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.

C. Academic Senate Faculty Awards – Exemplary Program Award – Julius **[Time certain 10:50am]**

Description: *The Academic Senate for California Community Colleges (ASCCC) is pleased to announce the call for nominations for the Exemplary Program Award. Sponsored annually by the Foundation for California Community Colleges, the Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs. The ASCCC selects annual themes related to the award's traditions and statewide trends. The theme for the 2023-24 Exemplary Program Award is: Excellence in promotion and advancement of Ethnic Studies. Excellence in this area will be demonstrated by understanding the experiences, challenges, and thought process of students, and the promotion of efforts to teach ethnic studies centered on African American, Chicano/Latino, Asian American, and Native American courses which enable students to learn about their own stories. With the stateside deadline on Sunday, November 2023, AS is being asked to suspend the rules for a first and only read of this application for our "Ethnic Studies" program and approve for submission to the statewide competition for the Exemplary Program Award.*

IX. Old Business

A. Recommended Ranking for Full-Time Faculty Positions – Hull **[Time certain 9:40am]**

Description: *AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval. This is a second read.*

X. Information / Discussion

A. Guided Pathways Discussion – Askerneese, Ha **[Time certain 10:00am]**

Description: *The Academic Senate is having thematic months throughout the year. For the month of November, we are focusing on Guided Pathways. Dr. Thao Ha and Dr. Adrean Askerneese, the faculty leaders of Guided Pathways, have been invited to join us for a conversation.*

XI. Senator Reports

Description: *Academic Senators will have the opportunity to make brief announcements and updates.*

XI. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-735-2929 or 800-735-2922 for English or 800-855-3000 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu.

Audio recordings of AS meetings are available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.



UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders both present and past, the respected keepers of history, culture, wisdom and knowledge. The meeting was called to order at **9:02am**.

II. Remote Member Attendance

Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*

Candy Owens requested remote participation under the Just Cause provision of AB2449. Candy Owens attended the meeting via Zoom under the Just Cause provision of AB2449 by unanimous consent.

III. Roll Call

Members present: Angela Beltran-Aguilar, Sunny Cooke (ex-officio), Erica Duran, Shawn Firouzian, Jim Julius, Don Love, curry mitchell (President-Elect), Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Nate Scharf, Alexis Tucker-Sade, Krista Warren

Members present via Zoom under Just Cause: Candy Owens

Members absent: Robin Allyn, Julie Graboi (both attended via Zoom but could not participate in voting)

Others present: Adrean Askerneese, Theresa Bolaños, Scott Fallstrom, Tim Flood, Cynthia Vasquez Gonzales Tacey Hosley, Stacey Hull, Mikalah Hutchinson, Denée Pescarmona, Lori Schneider,

IV. Persons Wishing to Address the Senate

Brian Page read a statement (attached to these minutes) regarding AP and BP 6250.

Erica Duran mentioned that the CLC hosted its first Independent Life Skills Event and Social last week for adult students with disabilities, former students, potential students, community members, and adult transition programs. Over 150 people attended and enjoyed the event. In the spring they may make this a semester event rather than an annual event.

V. Changes to Agenda Order – None.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 6, 2023

The consent calendar was approved by unanimous consent.

VII. Reports

A. Academic Senate President

Academic Senate President, Leila Safaralian, mentioned October is Philippine American Heritage month and LGBTQIA History month. Thanks to those facilitating and attending all the events. October 16th through the 20th is undocumented student action week with a fundraiser taking place today.

Colleagues in the Career Center conducted a Major Fest. Many faculty and students participated and had the opportunity to talk with faculty in different fields to learn about career opportunities.

Classified Senate and Academic Senate are currently planning for the 2nd Annual Cultivating Human Connections event to take place in the dining hall on the Oceanside campus on January 18th during Flex week. Monday of Flex week is a holiday. The theme of the event is Season of Change: struggling, navigating, and striving with change. We will have MCC keynote speakers. Everyone is welcome.

Spring Schedule is out Oct 25. Students start enrolling on Nov 9. The registration period has been shortened so all priority groups as well as other students can enroll as soon as possible, and this could

increase the enrollment. It's beneficial that enrollment timelines are shorter because students without priority don't have to wait a month before they can enroll. For example, the concurrent student enrollment was usually the second week of January and by then almost no class is available, but now they can enroll at the end of November.

Upcoming events include the ASCCC Area D meeting on October 27th. At that meeting, they will talk about resolutions to be submitted to the Plenary Session, November 16th through the 18th. Safaralian, Julius, Warren, and Figueroa will attend in person and mitchell will attend via Zoom. There is no report from Guided Pathways; however, they will be at the next two AS meetings in November for the GP theme month.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, had no report.

C. Classified Senate

Classified Senate Interim Vice President, Lori Schneider, reported on behalf of VP, Ingrid Phillips. CS had its monthly meeting on Tuesday. There was a spirited discussion around the Fringe Benefits Committee. CS is developing a committee 101 orientation, so folks know what they are supposed to do and understand their roles on various committees. There will be further discussions about changing policies and procedures. They are looking at the existing CS Portal site and what needs to be updated. CS is also working in conjunction with AS to bring the Cultivating Human Connections event January 18th. Save the date for the end of the year luncheon Friday, December 8th at the El Camino Country Club.

D. Associate Student Government

ASG representative, Mikalah Hutchinson, noted there are a lot of ASG workgroups. The ASG goals have been written with a DEI lens. Five executives of ASG attended the Community Leadership Breakfast today.

VIII. New Business

A. Recommended Ranking for Full-Time Faculty Positions – Stacey Hull

Description: *AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval. This is a first read.*

Hull is here to provide the recommended rankings for full-time faculty positions. The rankings are determined by the workgroup, then approved by AAC, and then forwarded to AS.

An explanation of some of the process by which they come to these rankings was shared. For this hiring cycle, there were 11 depts for a total of 16 full-time faculty positions. The workgroup reads the hire requests, looks at data from RPIE, looks at requests, and aligns them in the areas of consideration. Authors were asked to write in the areas of consideration. They are then individually ranked and brought to the first workgroup meeting for a robust discussion. They decided to meet a second time after they gathered questions at the first meeting and then reached out to plan authors. They came back at the second meeting and had more discussion and produced the final ranking. Also done differently were two categories; prioritization of categorically funded full-time faculty requests and prioritization for district funded full-time faculty requests. They look at everything in the data dashboards and from the last three years.

This will come back for approval at the next meeting of AS.

IX. Old Business

A. AP 6250 Budget Management – Tim Flood

Description: *Language was removed regarding the county filing requirement. The district is fiscally independent; therefore, this requirement no longer applies. This AP comes back for approval.*

Brian Page was asked to reread the statement from his constituent related to AP and BP 6250 Budget Management (attached under Persons Wishing to Address the Senate above).

MSP (mitchell / Duran) [Ravanbaksh, Warren, and Scharf voted no] to approve AP 6250 Budget Management as presented.

Flood noted that there seems to be confusion regarding the AP and the striking of the language. He confirmed that this does not take anything away. This is a Title V requirement so the state can see how we allocate our dollars and there will always be changes as things occur. It's a plan that goes forward and the Board still has to approve the changes. We do not have to do a cleanup resolution because we no longer have to report to the County. We do not report to them because MCC is fiscally independent. There is no change in Title V and the Board has the ultimate decision over any allocations.

As for the BP, the Board has already approved the 17% in BP6300. They established a reserve of two months' worth of expenditure. The old AP said 15% and the Board said 20%. We've been maintaining a 25% balance and anticipate up to 24% over the next four years. This includes monies we transfer to help support our technology, scheduled maintenance, and to help us fund Measuer MM knowing that MM will

not meet all our needs. Further, the science building needs renovation and signage needs to be done. The college is basically taking out a mortgage to invest the dollars now which is less costly to do now than later. The Governor's Finance Officers Association recommends a minimum of two months in reserve. Our college has allowed us to provide support without making huge cuts.

It was asked what the faculty role in this is as Senators since the Board has already approved this. It was explained that there is a routing system for APs and BPs and currently these are to be routed to AS for approval. It was also noted that there is conflicting language between the AP and the BP and so a friendly amendment to the motion was made to strike language from the BP to match the AP. Flood further noted that he would always recommend the board to keep a 20% reserve for a AAA rating. This means a lot to the college and our community in terms of lower interest.

B. BP 6250 Budget Management – Tim Flood

Description: *The reserve percentage was changed from 5% to 17% or two months of expenditures and reflects the new requirements and mirrors the AP language. This BP comes back for approval.*

MSP (Beltran-Aguilar / mitchell) [Page, Ravanbaksh, Scharf, and Warren abstained] to approve BP 6250 Budget Management with a friendly amendment to align the language of the BP with the AP striking the last sentence in BP 6250 that reads, "The board may adopt an annual resolution to be filed with the San Diego county Superintendent of Schools, permitting the county superintendent of schools to originate intra budget transfers necessary for closing the district's records by authority given under Education Code §70902."

When asked if the college goes above the 17% of the reserves will we have to go into the county pool, it was noted that the goal is to make the money liquid. If the bond market turns, it would be unrealized losses.

C. Office Derby Process Update – Leila Safaralian

Description: *The Academic Senate office procedures document has not been updated since 2009. The AS leadership has reviewed the document, and it comes back to AS for approval.*

MSU (Firouzian / Scharf) to approve the Office Derby Process Update as presented.

D. AS Goal Setting – Leila Safaralian

Description: *The AS has decided this year to have themes each month, helping all faculty to engage deeply with the 10+1 implications for key initiatives of the college based on lenses of classroom practice, program completion, and community-building. This comes back to AS for approval.*

MSU (Beltran-Aguilar / Duran) to approve AS Goal Setting as presented.

X. Information / Discussion

A. CPC Update on AB1111 Draft Language – Theresa Bolaños, Scott Fallstrom

Description: *The AB1111 (common course numbering) task force group has updated their draft language. This information, while not a finalized form, can be helpful for faculty to begin seeing what is coming for implementation of this law.*

A draft summary of AB1111 was released on October 2nd. There was a public meeting on October 17th and there will be another meeting in December. This draft addressed proposed numbering and the regions of autonomy. There is also conversation that AB1111 will move from an implementation deadline of July 1, 2024, to make 2027 providing time for everyone to get it right.

Fallstrom shared the slide presentation showing and explaining the proposed new course numbering system: SUB C#####&&&.

SUB = subject code which will change to a three-letter abbreviation such as MTH for Math.

C = course type identifier which means they might be a local course that is not listed as part of common course numbering.

= Course numbers. They will no longer have 5 digits; only 4-digit course numbers. Further explained that courses such as Music 130A and 130B will be reduced to a single number and not split. There will be 100 courses per level or 100 100-level courses per level, 100 200-level courses per level and so on.

&&& = Course specialty identifier. This is where the three possible letters will go: H for Honors, L for Lab only, C for combined lecture lab.

An example of a new course number: MTH C1801HL which would be read as:

Math, Common Course, 1801 (a 100-level course), Honors, Lab only

Bolaños discussed proposed autonomy noting there are seven areas affected by this: course number, title, unit, amount, course description, and prerequisites. Some of these have identical elements. The course number will be the same throughout the community college system. The title will be identical as well. There

will be a minimum of units that need to be maintained. The course description and prerequisites must also be identical. Regarding course content, the state will tell us what the content will be. There will be a unit minimum but not maximum. All else will be the same when it comes to quarter system vs. semester. Then, with regard to SLOs, some will have to be identical descriptor elements classification.

Get this information out to constituents. This states we have no choice. There will be more to come on this. Fallstrom further explained that the “C” at the beginning of the course numbering is part of the common course number. However, if you have a course that is more geared towards a specific region and not widely taught, that doesn’t mean you cannot have it. Perhaps it means you may not be able to get a common course number, that means it is not moving around the state. You may be able to have a course that is not part of the common course number but rather more related to the region. Autonomy over the courses that will be in the common course numbering. When Bolaños talked about autonomy, it is autonomy over those courses that will be in the common course numbering system. If it is a course that is not part of that, you will have full autonomy because it is just a local course. Once a date is in place, CPC will work to provide all curriculum authors with next steps.

There was further discussion surrounding having to teach what will be dictated to teach rather than having more autonomy. However, on the other side of the coin, if everyone is teaching the same core concepts, as students move a sequence of courses, they will have all learned the same standardized material which could be advantageous for instructors at the next level and at different institutions. Another possible advantage is that this could be helpful for counselors as they help students with their schedules.

B. Conversation with Counselors – Adrean Askerneese, Tacey Hosley, Don Love, Candy Owens, Oswaldo Ramirez

Description: *The AS is going to have thematic months throughout the year. For the month of October, we are focusing on collaboration with counselors, and we have invited some of our counselor colleagues to join us to have a conversation about counseling services for our students. They are coming back to continue dialogue and answer questions with AS.*

For the **full conversation with Counselors**, visit the audio/video from this meeting at this [LINK](#).

The counselors were interested in what the takeaway was from the last meeting and what the counselors can do to support our students. Pescarmona was happy to report they were able to go in and pull through the waitlists and see the impacts for students. They were able to add 15 or 16 sections to meet the late start demand. They heard the conversation about overenrolling beyond capacity.

Counselors were thanked for their continued collaboration and discussion. It is felt that there is a need to make this happen on a department level, as well. It is recommended to remind students of what is coming up, such as enrollment dates. Having conversations, especially now, is important.

Hosley noted that in meeting with students now, counselors are putting them on the calendars, looking at their roles to see where they were, where they are now, and where they are going. They are helping to assist with transition. They will start messaging to non-credit that registration is coming and will advocate for a flyer for noncredit in addition to credit.

It was noted that EOPS students get priority registration, they must have matriculation done, and above a 2.0 GPA. EIOS students are met during the mid-term progress report. Because they register early, it is important to know what books they will need. They receive a book voucher and get to use it during the first week of January. Explain waitlists to students. They often expect they will be added automatically.

ASG had this conversation and had an interesting conversation while acknowledging the waitlist problem. ASG is here to support the counselors as well.

It was asked why it is being suggested students take classes at Palomar College. It was explained that coursework could be a reason to suggest they take classes at another institution. When asked, it was noted that Askerneese and Joanne Benschop informs the curriculum committee. It can also be a timeline issue whereby students can take a course at Palomar sooner than they can at MCC. Students are given the best opportunity to complete their goal in the timeline they want. Therefore, students can be on a waitlist or see if there is another institution where they can take the same class now. The issue of miscommunication was raised when there is low enrollment at MCC, and students are going to Palomar for the same class. It was noted that there is conversation about course scheduling. One school puts on a summit and departments work their schedules together. A course needed may be offered at the same time as another needed course and so they work to offer both courses but at different times. It was also noted that students can only receive financial aid at one college at a time.

It was noted that almost every STEM student wants to complete their classes in two years, which is not possible. Also commented that over-enrolling is a work issue for faculty and not the best benefit for our students with less one-on-one time.

It was noted that connection with students is vital and one appointment with a counselor may not be enough. This is conversation counselors are having on a consistent basis to help students remain in a class who are not doing well. This is being addressed in Guided Pathways and the ACP teams are supposed to focus on those students who are not a part of those ACE programs.

A lot of courses are not offered in both semesters and so students go to Palomar to meet their timelines to graduate on time and meet their ed plan. There is a need to have a summit to address the concerns of our students. As counselors we help students put together an Ed plan but there is no guarantee that the students will be able to take those classes within the suggested timeline. We are losing students going to Palomar for a pathway. Students can't get appointments and we need more hours to meet and there is not enough connection between faculty and counseling. As an institution we should prioritize making more hours for faculty and counselors and students and counselors to meet.

It was noted that AS cannot do it all but can pick either one or two areas to concentrate on:

- Registration enrollment advisory procedures at large

- Relationships and increasing a sense of belonging

- Rethinking how pre-requisites are cleared

- A summit focused on class schedules; can think of the long term and plan for this; perhaps put a taskforce together

- Increasing faculty practice in the classroom; focus on the waitlist process, book process

There will be more to come as we bring these conversations and see what changes.

Thanks to the counselors for this very important conversation.

XI. Senator Reports

Love announced the first Counseling Institute next Friday.

Beltran-Aguilar encouraged everyone to listen to the Webinar from this week regarding changes to benefits.

Tucker Sade announced that this is Domestic Violence Awareness Month. This week is the nationally recognized training open to everyone. Be on the lookout for an email. As well, there is an art installation put on by Tucker Sade and a student at SAN and CLC and is coming to OC.

Safaralian announced that Jim Julius was mentioned in an article in the Chronical of Education regarding Hyflex. Julius was interviewed about how online ed is evolving. There is Second article in the Friday Teaching Newsletter was a conversation with Sean Davis and Trisha Hoste from the CLC and how MCC is approaching Hyflex.

XII. Adjournment – The meeting adjourned at 11:25am.

Statement from a constituent read at the
Academic Senate Meeting of October 20, 2023
RE: AP and BP 6240: Budget Management

Esteemed Senators:

For those who attended the October 6 meeting, I feel that inadequate information has been provided to the Faculty Senate to vote on the two Budget Management Policies 6250. How many present today would like to abandon responsibility or input on issues that, to quote Tim Flood, are "related to making recommendations on the budget and planning processes" to the discretion of administration? My interpretation of the language found in Academic Senate Primacy #10: "Process for institutional planning and budget development," is that significant participation within the budget and planning process as a core responsibility of our Faculty Senate, and not simply an advisory role.

In the last Faculty Senate meeting, Vice President Flood stated that the Board of Trustees had already approved this change to give up their own power and responsibility over the movement of money in key accounts and suggested during the 10 minutes allotted to this important agenda item that it was before us simply to, "clean up the language." However, I am concerned that the results of Budget Management policies 6250 will take authority away from the Faculty Senate by allowing administration to, among other things, move money around in the categories of faculty and staff pay and benefits.

Another issue that was not made clear at the last Senate Meeting is that the policy to change the reserve level from a required 5% to 17% was done through an emergency application to the Chancellor's Office under the 2022-23 COVID-19 Emergency Conditions Allowance and was not a mandate from them. This Emergency Grant Application was approved on October 14, 2022. It is also not clear to me when policy 6250 would expire since it does not seem right to try to use a temporary emergency situation to make a permanent change. I am concerned we may be using an emergency situation to vote on a permanent abandonment of Faculty Senate responsibility. It is not clear if the Board of Trustees was aware that the status of the policy, they approved was through an emergency grant application and not a mandated policy initiated from the top.

Before a vote on any policies related to these issues, I believe it is important under Academic Senate Primacy #10 to clarify when or if the 17% reserve will expire, since different employee groups will be negotiating next year. If the school has to keep a 12% higher reserve in its account, this will surely impact the ability of negotiators to work for salary increases and other improved working conditions that faculty have been asking for. While I understand that collective bargaining is not within Senate purview, budget development is part of 10+1, and the fact that this issue was brought to Senate suggests that it is reasonable to ask where this money is being diverted from.

At the October 6 Faculty Senate Meeting, VP Flood stated that the Budget Management Policies 6250, which would let administrators decide where to move money for employees, would have no impact on Faculty Senate or our constituents. Yet in a Coast News article on September 20, 2023, when reporter Samantha Nelson asked him how the college would pay back the new revenue bonds, VP Flood answered, "It's a zero-sum to our taxpayers. We're basically saying we'll run our operations tighter to pay it back."

May I respectfully inquire how the operations will be tightened without impacting faculty?

I would respectfully suggest that these important issues deserve greater clarity and a true analysis of potential impacts before a final vote. Accordingly, I recommend that the Faculty Senate vote to return this issue to this body at a later date when we can understand the true impact that these policies may have.

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Budget and Planning Committee (BPC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable twice for a max of six years, 3yrs for chair; 7 faculty total</i>
Budget and Planning Committee (BPC)	Sp25 (6yrs+)	Maria Figueroa (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Leila Safaralian (AS Pres)
Budget and Planning Committee (BPC)	Sp24 (2yrs)	curry mitchell (AS President Elect)
Budget and Planning Committee (BPC)	SP25 (2yrs)	Markus Berrien
Budget and Planning Committee (BPC)	SP25(2yrs)	Denise Villarrial Nealon (Associate Faculty*)
Budget and Planning Committee (BPC)	Sp24 (2yrs)	Taya Lazootin
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Christy Coobatis
College Council		
College Council	Assigned by virtue of role	Leila Safaralian (AS President)
College Council	Assigned by virtue of role	curry mitchell (AS President Elect)
College Council	Assigned by virtue of role	Polo Mariscal (IPRC Co-Chair) Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable for a max of six years; 7 faculty total</i>
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Polo Mariscal (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp25(2yrs)	Emiko Kiyochi
Institutional Program Review Committee (IPRC)	Sp25(2yrs)	Megan Allison
Institutional Program Review Committee (IPRC)	Sp25 (2yrs)	Eduardo Mariscal
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Cynthia Vasquez Gonzales
Institutional Program Review Committee (IPRC)	Sp24(2yrs)	Robin Allyn (Associate Faculty) *

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Tenure Review and Evaluation Committee (TREC)	<i>No term length</i>	<i>No number set; as needed</i>
Tenure Review and Evaluation Committee (TREC)		Chad Tsuyuki (Chair) – FA appointed
Tenure Review and Evaluation Committee (TREC)		Jose Jara
Tenure Review and Evaluation Committee (TREC)		Nate Scharff
Tenure Review and Evaluation Committee (TREC)		Krista Byrd
Tenure Review and Evaluation Committee (TREC)		Christopher Sleeper
Tenure Review and Evaluation Committee (TREC)		Lesley Doig
Tenure Review and Evaluation Committee (TREC)		Keith Dunbar
Tenure Review and Evaluation Committee (TREC)		Ariana Solis+
Tenure Review and Evaluation Committee (TREC)		Eric Carstensen
Tenure Review and Evaluation Committee (TREC)		Suzie Bailey
Tenure Review and Evaluation Committee (TREC)		Arnoldo Williams
Tenure Review and Evaluation Committee (TREC)		Jorge Guerrero+
Tenure Review and Evaluation Committee (TREC)		Leah Cluff
Tenure Review and Evaluation Committee (TREC)		Annie Ngo
Tenure Review and Evaluation Committee (TREC)		Kristi Reyes
Tenure Review and Evaluation Committee (TREC)		Jim Sullivan

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Tenure Review and Evaluation Committee (TREC)		Ghada Osman ⁺
Tenure Review and Evaluation Committee (TREC)		Sean Davis
Tenure Review and Evaluation Committee (TREC)		Richard Dicker
Tenure Review and Evaluation Committee (TREC)		Jeff Murico (on sabbatical in spring 2024)
Tenure Review and Evaluation Committee (TREC)		Christina Johnson
Tenure Review and Evaluation Committee (TREC)		Serena Mercado
Tenure Review and Evaluation Committee (TREC)		Himgauri Kulkarni
Outcomes Assessment Committee (OAC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms; renewable twice for a max of six years; 9 faculty total + 2 resource faculty</i>
Outcomes Assessment Committee (OAC)	Sp26(6yrs+)	Janelle West (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs+)	John Thomford (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs)	Alison Phinney
Outcomes Assessment Committee (OAC)		Sean Fanning
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Mary Beth Headlee
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Catherine Walker
Outcomes Assessment Committee (OAC)	Sp24(1yr)	Laura Gomez-Carlsson (Associate Faculty)*
Outcomes Assessment Committee (OAC)	SP25(2yrs)	Kristi Reyes
Outcomes Assessment Committee (OAC)	SP25(2yrs)	Erica Duran
Outcomes Assessment Committee (OAC)	Resource	Joanne Benschop (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource	Jim Julius (Online Faculty Coordinator)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

**Academic Senate and Academic Senate Subcommittees
Brown Act Committees**

Academic Senate	Elected Members	Year and semester term ends
Academic Senate	Leila Safaralian, <i>President</i>	Sp24
Academic Senate	Curry mitchell, <i>President Elect</i>	Sp24
Academic Senate	Jim Julius, <i>Coordinating Officer</i>	Sp25
Academic Senate	Angela Beltran Aguilar	Sp24
Academic Senate	Erica Duran	Sp25
Academic Senate	Shawn Firouzian	SP24
Academic Senate	Rachel Hastings	SP 25
Academic Senate	Don Love	Sp24
Academic Senate	Candy Owens	Sp24
Academic Senate	Nate Scharf	Sp25
Academic Senate	Alexis Tucker-Sade	Sp25
Academic Senate	Robin Allyn	Sp25
Academic Senate	Julie Graboi	Sp25
Academic Senate	Brian Page	Sp24
Academic Senate	Hossein Ravanbaksh	Sp24
Academic Senate	Krista Warren	Sp25

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Academic Affairs Committee (AAC)	<i>Ends</i>	<i>Chair 3-year term, non-renewable; 2-year member terms, renewable twice for a max of six years</i>
Academic Affairs Committee (AAC)	Sp25	Stacey Hull (Chair)
Academic Affairs Committee (AAC)	Sp25	Claudia Flores
Academic Affairs Committee (AAC)	Sp24	Beth Powell
Academic Affairs Committee (AAC)	SP25	Ticey Hosley
Academic Affairs Committee (AAC)	Sp24	Daniel Ante-Contreras
Academic Affairs Committee (AAC)	Sp25	Giana Carey
Academic Affairs Committee (AAC)	Sp25	Kris Peck
Academic Affairs Committee (AAC)	Sp25	Lauren Greenwald
Academic Affairs Committee (AAC)	Sp24	Tracy Williams
Academic Affairs Committee (AAC)	Sp25	Darlene Burke (Associate Faculty)*
Academic Affairs Committee (AAC)	Sp25	Shafin Ali

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Academic Affairs Committee (AAC)	Sp 25	Tyrone Nagai
	SP25	Robert Kelley (un-banking in Spring 2024)
Academic Affairs Committee (AAC)	SP25	Joseph King
Academic Affairs Committee (AAC)	Sp25	Adrean Askerneese
Academic Affairs Committee (AAC)	Sp24	Julie Cord
Courses and Programs Committee (CPC)	<i>Ends</i>	<i>CPC chair 3 years limit; members 3-year with no limit</i>
Courses and Programs Committee (CPC)	Sp26	Theresa Bolanos (Co-Chair)(GE Area B)
Courses and Programs Committee (CPC)	Sp26	Scott Fallstrom (Co-Chair) (GE Area A2)
Courses and Programs Committee (CPC)	Sp24	Kelly Hagen (GE Area A1, Pre-transfer)
Courses and Programs Committee (CPC)	Sp26	Olivia Quintanilla (Area F)
Courses and Programs Committee (CPC)	Sp24	Erika Peters (GE Area B)
Courses and Programs Committee (CPC)	Sp25	Dave Massey (GE Area C)
Courses and Programs Committee (CPC)	Sp25	Robert Bond (GE Area D)
Courses and Programs Committee (CPC)	Sp25	John Kirwan (GE Area A1, transfer)
Courses and Programs Committee (CPC)	Sp25	Ticey Hosley (Counseling)
Courses and Programs Committee (CPC)	Sp25	Zulema Diaz (GE Area A1)(on sabbatical in fall 2023)
Courses and Programs Committee (CPC)	Sp24	Yana Gardiner (CE)
Courses and Programs Committee (CPC)	Sp25	Joseph King (Associate Faculty, NC)*
Courses and Programs Committee (CPC)	Permanent	Julius, Jim, Coordin. Online Ed
Courses and Programs Committee (CPC)	Permanent	Benschop, Joanne (Articulation Officer, SLO Coordinator)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Courses and Programs Committee (CPC)	SP26	Karl Cleveland (CE)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	2-year member term, renewable	6-9 members only
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Xuchi Eggleton (Chair)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	SP 25	Emily Mercuri
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Tina Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	SP 25	Maryan Rizk (Associate Faculty)*
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	SP 25	Eliza Rabinovich (Associate Faculty)*
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Alicia Lopez (on Sabbatical in Spring 2024)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Kristine Arquero
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Suganya Sankaranarayanan
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Aaron Roberts
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Sonia Gutierrez (Associate Faculty)*
Equivalency Subcommittee Meetings day/time: Tuesdays after 4:30 or Thursdays after 1:30	No term length	No number set
Equivalency Subcommittee	SP 25	Jeff Ihara (Chair)
Equivalency Subcommittee		Elizabeth Clarke
Equivalency Subcommittee		Glorian Sipman
Equivalency Subcommittee		Paul Katson
Equivalency Subcommittee		Dan Siegel

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Equivalency Subcommittee		Richard Ma (ad hoc member)
Equivalency Subcommittee		Ashley Davis
Faculty Awards Subcommittee	No term length	Minimum two FT F, two AF, CO
Faculty Awards Subcommittee	Sp25	Jim Julius (Chair)
Faculty Awards Subcommittee		Janeen Apalatea (un-banking in Spring 2024)
Faculty Awards Subcommittee		Scott Fallstrom (only in Spring 2024)
Faculty Awards Subcommittee		Eduardo Mariscal
Faculty Awards Subcommittee		Al Nyman (Associate Faculty)*
Faculty Awards Subcommittee		Robin Allyn (Associate Faculty)*
MiraCosta Online Educators (MOE)	2-year member term, renewable; ending dates unknown	10-12 members
MiraCosta Online Educators (MOE)	Sp24	Jim Julius (Chair)
MiraCosta Online Educators (MOE)	Sp24	Lauren McFall
MiraCosta Online Educators (MOE)	Sp25	Sean Davis
MiraCosta Online Educators (MOE)	Sp25	Roland Estrella
MiraCosta Online Educators (MOE)	Sp25	Lemee Nakamura
MiraCosta Online Educators (MOE)	SP24	JahB Prescott
MiraCosta Online Educators (MOE)	Sp24	curry mitchell
MiraCosta Online Educators (MOE)	Sp24	Cristina Toharia
MiraCosta Online Educators (MOE)	SP 25	Mariana Silva
MiraCosta Online Educators (MOE)	Sp25	Leola Powers (on Sabbatical in fall and un-banking in Spring 2024)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
MiraCosta Online Educators (MOE)	Sp24	Paulino Mendoza (Associate Faculty)*
Professional Development Program/Flex (PDP)	No term length	No number of members set
Professional Development Program/Flex (PDP)	Sp25	Aaron Roberts (Chair/PDP Coordinator)
Professional Development Program/Flex (PDP)		Jim Julius
Professional Development Program/Flex (PDP)		Rica French
Professional Development Program/Flex (PDP)		Ghada Osman
Professional Development Program/Flex (PDP)		Xuchi Eggleton
Professional Development Program/Flex (PDP)		Ansina Green
Professional Development Program/Flex (PDP)		Dominique Ingato
Professional Development Program/Flex (PDP)		Zica Perovic
Professional Development Program/Flex (PDP)		JahB Prescott
Professional Development Program/Flex (PDP)		Jim Sullivan
Professional Development Program/Flex (PDP)		Andrea Petri
Professional Development Program/Flex (PDP)		Tricia Hoste
Professional Development Program/Flex (PDP)		Jade Hidle
Professional Development Program/Flex (PDP)		Bruce Hoskins
Professional Development Program/Flex (PDP)		Carlos Velasco (Associate Faculty)*
Professional Development Program/Flex (PDP)		Brian Page (Associate Faculty)*
Sabbatical Leave Subcommittee (SLC)	No term length	No number set
Sabbatical Leave Subcommittee (SLC)	SP 25	Trisha Hanada-Rogers (Co-Chair)
Sabbatical Leave Subcommittee (SLC)	SP 25	Gail Meinhold (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Jose Jara (on sabbatical in fall 2023)
Sabbatical Leave Subcommittee (SLC)		Jennifer Paris

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Sabbatical Leave Subcommittee (SLC)		Isabel Luengo
Sabbatical Leave Subcommittee (SLC)		Pilar Hernandez
Sabbatical Leave Subcommittee (SLC)		Luke Lambert
Sabbatical Leave Subcommittee (SLC)		Dean Ramos
Sabbatical Leave Subcommittee (SLC)		John Kirwan
Salary Advancement Subcommittee (SAC)	No term length	
Salary Advancement Subcommittee (SAC)		Donny Munshower (chair)
Salary Advancement Subcommittee (SAC)		Lilia Vidal
Salary Advancement Subcommittee (SAC)		Wendy Horton
Salary Advancement Subcommittee (SAC)		Korey Goulette
Salary Advancement Subcommittee (SAC)		Janeen Apalatea (un-banking in Spring 2024)
Salary Advancement Subcommittee (SAC)		Sam Arenivar
Salary Advancement Subcommittee (SAC)		Angela Senigaglia

Operational Subcommittee of the Senate:

Elections Subcommittee	
Elections Subcommittee	John Phillips (chair)
Elections Subcommittee	Pierre Goueth
Elections Subcommittee	Allison Perkins

Campus Advisory Committees

<u>Committee Name</u>	<u>2023-2024 Assignment</u>
Awards and Scholarships Advisory Committee	
Awards and Scholarships Advisory Committee	Laura Hayek
Awards and Scholarships Advisory Committee	Dean Ramos
Awards and Scholarships Advisory Committee	Laney Collins

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Awards and Scholarships Advisory Committee	Maria Figueroa
Awards and Scholarships Advisory Committee	Jeff Murico (on Sabbatical in Spring 2024)
Awards and Scholarships Advisory Committee	Steven Deineh
Awards and Scholarships Advisory Committee	Thong Nguyen
Awards and Scholarships Advisory Committee	Zika Perovic
Awards and Scholarships Advisory Committee	Jo Moore & Cynthia Bazan (Associate Faculty)*
Basic Needs Workgroup	
Basic Needs Workgroup	Abby Burd
Basic Needs Workgroup	Mary Gross
Basic Needs Workgroup	Rhonda Welch Scalco
Basic Needs Workgroup	Magdalena Zepeda
Basic Needs Workgroup	Raymond Clark
Basic Needs Workgroup	Julie Graboi (Associate Faculty)*
Campus/Facilities Advisory Committee	
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Michelle Farnam (on Sabbatical in Fall 2023)
Campus/Facilities Advisory Committee	Raymond Clark (on Sabbatical in Fall 2023)
Campus/Facilities Advisory Committee	Steve Vail
Classified Senate Events Committee	
Classified Senate Events Committee	Markus Berrien
Classified Senate Events Committee	Aaron Roberts
Commencement Advisory Committee	
Commencement Advisory Committee	Lynne Miller
Commencement Advisory Committee	Edward Pohlert
Commencement Advisory Committee	Stephen Torok (on Sabbatical in Spring 2024)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Dual Enrollment Advisory Committee	
Dual Enrollment Advisory Committee	Magdalena Zepeda
Dual Enrollment Advisory Committee	Phillip Boland
Dual Enrollment Advisory Committee	Shawn Firouzian
Dual Enrollment Advisory Committee	Leila Safaralian
Dual Enrollment Advisory Committee	Theresa Bolanos
Dual Enrollment Advisory Committee	Oswaldo Ramirez
Dual Enrollment Advisory Committee	Isabel Luengo
Emergency Preparedness Advisory Group (EPAG)	
Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Krista Warren
Emergency Preparedness Advisory Group (EPAG)	Oswaldo Ramirez
Emergency Preparedness Advisory Group (EPAG)	Himgauri Kulkarni
Emergency Preparedness Advisory Group (EPAG)	Eliza Rabinovich
EOPS/CARE Advisory Committee	
EOPS/CARE Advisory Committee	Candy Owens
EOPS/CARE Advisory Committee	Arnoldo Williams
EOPS/CARE Advisory Committee	Yesenia Balcazar
EOPS/CARE Advisory Committee	Eric Bishop
EOPS/CARE Advisory Committee	Stacey Mathis
EOPS/CARE Advisory Committee	Ashley Davis
EOPS/CARE Advisory Committee	Denise Villarrial Nealon (Associate Faculty)*
Equal Employment Opportunity Advisory Committee (EEOAC)	<i>2 members only</i>
Equal Employment Opportunity Advisory Committee (EEOAC)	Luke Lara
Equal Employment Opportunity Advisory Committee (EEOAC)	Edward Pohlert
Financial Aid Advisory Committee	
Financial Aid Advisory Committee	Yesenia Balcazar

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Laura Hayak
Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Robert Fulbright
Financial Aid Advisory Committee	Ken Rogers, Fall 2023
Financial Aid Advisory Committee	Open for an Associate Faculty*
Honors Scholar Program Advisory Committee	6-9 FT, 2 Couns, 1-2 Associates
Honors Scholar Program Advisory Committee	(Chair) Delores Loedel (on Sabbatical in Spring 2024)
Honors Scholar Program Advisory Committee	Khang Nguyen
Honors Scholar Program Advisory Committee	Zika Perovic
Honors Scholar Program Advisory Committee	Lynn Trzoss
Honors Scholar Program Advisory Committee	Erika Peters
Honors Scholar Program Advisory Committee	Lise Flocken
Honors Scholar Program Advisory Committee	Donny Munshower
Honors Scholar Program Advisory Committee	Lynne Miller
Honors Scholar Program Advisory Committee	John Turbeville
Honors Scholar Program Advisory Committee	Lisa Haavig (Associate Faculty)*
International Education Advisory Committee	
International Education Advisory Committee	Anthony Ongyod (Co-Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico (on Sabbatical in Spring 2024)
International Education Advisory Committee	Delores Loedel (on Sabbatical in Spring 2024)
International Education Advisory Committee	Robert Bond
International Education Advisory Committee	David Parker
International Education Advisory Committee	Anthony Ongyod
International Education Advisory Committee	Luke Lambert

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

International Education Advisory Committee	Andrea Petri
International Education Advisory Committee	David Detwiler
International Education Advisory Committee	Rick White
International Education Advisory Committee	Ruben Gomez
International Education Advisory Committee	Stephen Torok (on sabbatical in Spring 2024)
Math, Engineering, Science Achievement (MESA) NEW	Members: 4 STEM faculty who serve for fall 2023 and spring 2024
Math, Engineering, Science Achievement (MESA)	Angela Beltran-Aguilar (MESA Faculty Sponsor) (Math)
Math, Engineering, Science Achievement (MESA)	Nery Chapeton-Lamas (CS)
Math, Engineering, Science Achievement (MESA)	Pedro Morgado (BIO)
Math, Engineering, Science Achievement (MESA)	Shawn Firouzian (Math)
Math, Engineering, Science Achievement (MESA)	Lynn Trzoss (Chem)
Math, Engineering, Science Achievement (MESA)	Violeta Sanchez (Advisory role)
Perkins Plan Advisory Committee	
Perkins Plan Advisory Committee	Yvette Duncan
Perkins Plan Advisory Committee	Arnoldo Williams
Perkins Plan Advisory Committee	Donna Davis
Perkins Plan Advisory Committee	David Parker
Perkins Plan Advisory Committee	Mike Deschamps
Perkins Plan Advisory Committee	Phillip Boland
Perkins Plan Advisory Committee	Waldemar Perez
Perkins Plan Advisory Committee	Jeff Higginbotham
Perkins Plan Advisory Committee	Christy Coobatis
Perkins Plan Advisory Committee	Claudia Flores
San Elijo Advisory Group	(~10)
San Elijo Advisory Group	Tony Burman
San Elijo Advisory Group	Eric Robertson
San Elijo Advisory Group	Abby Burd

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

San Elijo Advisory Group	Annie Ngo
San Elijo Advisory Group	Robert Bond
San Elijo Advisory Group	Delores Loedel (on Sabbatical in Spring 2024)
San Elijo Advisory Group	Lise Flocken
San Elijo Advisory Group	David Detwiler (fall 2023 and fall 2024 only)
San Elijo Advisory Group	Dean Ramos
San Elijo Advisory Group	Donny Munshower
San Elijo Advisory Group	Matt Bertens (Associate Faculty)*
Student Accessibility Services (SAS)	
Student Accessibility Services (SAS)	Michelle Farnam
Student Accessibility Services (SAS)	Jeff Higginbotham
Student Accessibility Services (SAS)	Veronica Bloss
Student Accessibility Services (SAS)	Mariana Silva
Student Accessibility Services (SAS)	Robert Kelley
Student Accessibility Services (SAS)	Hilda Gomez-Zinn
Student Accessibility Services (SAS)	Daniel Ante-Contreras
Student Accessibility Services (SAS)	Krista Warren (Associate Faculty)*
Student Accessibility Services (SAS)	David Bonds
Student Accessibility Services (SAS)	Himgauri Kulkarni
Student Accessibility Services (SAS)	yoshimi hayashi
Student Success, Equity, and Guided Pathways NEW	
Student Success, Equity, and Guided Pathways	Arti Dua
Student Success, Equity, and Guided Pathways	Stacey Mathis
Student Success, Equity, and Guided Pathways	Ticey Hosley
Student Success, Equity, and Guided Pathways	Shawn Firouzian
Student Success, Equity, and Guided Pathways	Jim Julius
Student Success, Equity, and Guided Pathways	Eliza Rabinovich

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Service Learning Advisory Committee	
Service Learning Advisory Committee	Min Choi
Service Learning Advisory Committee	Thong Nguyen (on Sabbatical in Fall 2023)
Service Learning Advisory Committee	Arlie Langager
Service Learning Advisory Committee	Jacob Strona
Service Learning Advisory Committee	Robin Allyn (Associate Faculty)*
Student Conduct and Police Advisory Committee	
Student Conduct and Police Advisory Committee	Thao Ha
Student Conduct and Police Advisory Committee	Ruben Gomez
Student Conduct and Police Advisory Committee	Don Love
Student Conduct and Police Advisory Committee	Al Nyman (Associate Faculty)*
Student Conduct and Police Advisory Committee	Abby Burd (Mental Health)
Student Conduct and Police Advisory Committee	Ghada Osman
Strong Workforce Advisory Committee (SWAG)	
Strong Workforce Advisory Committee (SWAG)	Michael Paulding
Strong Workforce Advisory Committee (SWAG)	Barbara Juncosa (un-banking in fall 2023)
Strong Workforce Advisory Committee (SWAG)	Christina Sharp
Strong Workforce Advisory Committee (SWAG)	Leigh Cotnoir (on Sabbatical in Fall 2023)
Strong Workforce Advisory Committee (SWAG)	Paul Clarke
Strong Workforce Advisory Committee (SWAG)	Eric Carstensen
Strong Workforce Advisory Committee (SWAG)	Mike Deschamps
Strong Workforce Advisory Committee (SWAG)	Karina Duarte-Braunstein
Strong Workforce Advisory Committee (SWAG)	Erica Duran
Strong Workforce Advisory Committee (SWAG)	Rich Dicker
Strong Workforce Advisory Committee (SWAG)	Min Choi
Strong Workforce Advisory Committee (SWAG)	Rick White
Student Services Council	Assigned by virtue of role

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Student Services Council	Donna Davis
Student Services Council	Lise Flocken
Student Services Council	Adrean Askerneese
Student Services Council	Don Love
Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
Sustainability Advisory Committee	
Sustainability Advisory Committee	Janelle West
Sustainability Advisory Committee	Jennifer Paris
Sustainability Advisory Committee	Roberto Falero
Sustainability Advisory Committee	Jeanine Sepulveda
Sustainability Advisory Committee	Eric Snortum
Technology Advisory Committee	
Technology Advisory Committee	Jim Julius
Technology Advisory Committee	Lauren McFall
Technology Advisory Committee	Steve Eso
Technology Advisory Committee	Rick White
Technology Advisory Committee	Adrean Askerneese
Transfer Center Advisory Committee	
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Jed Schlueter
Transfer Center Advisory Committee	Kristi Wish
Transfer Center Advisory Committee	Jorge Guerrero
Transfer Center Advisory Committee	David Bonds

Additional Assignments

<p>Committee on Exceptions Review COE's to approve/deny requests based on criteria Meets 1.5 hrs 2x/month</p>	
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FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Committee on Exceptions	Adrean Askerneese
Committee on Exceptions	Wendy Horton
Committee on Exceptions	Rhonda Welch Scalco
Committee on Exceptions	Laney Collins
Committee on Exceptions	Michelle Farnam
NCHEA Board	
NCHEA Board	Daniela McIntosh
NCHEA Board	Phillip Boland
NCHEA Board	Violeta Sanchez removed
NCHEA Board	Jayson Wiestling (Associate Faculty)*
NCHEA Board	Lise Flocken, Transfer Center Coordinator-Required by NCHEA Bylaws
NCHEA Board	Donny Munshower
NCHEA Board	Jed Schlueter
NCHEA Board	Aaron Roberts, PDP Coordinator – Required by NCHEA Bylaws
Traffic and Parking Committee	
3 faculty	
Traffic and Parking Committee	Matt Falker
Traffic and Parking Committee	Veronica Bloss
Traffic and Parking Committee	Korey Goulette
SDICCCA Faculty Intern Program	
SDICCCA Faculty Intern Program	Markus Berrien
SDICCCA Faculty Intern Program	Sean Davis
SDICCCA Faculty Intern Program	James Garcia (Associate Faculty)*

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

MCCAAF 2023-2024

Executive Committee (Elected members)	
Krista Warren	President
Al Nyman	Vice President
Joe Chirra	Secretary
Dawn Diskin	Treasurer

FA COUNCIL 2023-2024

Executive Committee (Elected members)		
Mary Gross	President	Credit ESL
dara	Vice President	Letters Transfer
Luke Lara	Ombudsperson	Counseling: General
Annie Ngo	Exec TREC Liason/Contract Lead	Business
Billy Gunn	Exec Treasurer	Film Studies
Faculty Assembly Council (appointed by FA President)		
Brad Byrom	Councilperson	History
Abby Burd	Councilperson	Mental Health Counseling
Min Choi	Councilperson	MAT
Paul Clarke	Councilperson	Drafting Design
Leigh Cotnoir	Councilperson	Media Arts Technology
Rich Dicker	Councilperson	Nursing and Allied Health
Michelle Farnam	Councilperson	SAS Counseling (on Sabbatical in Fall 2023)
Ruth Gay	Councilperson	Noncredit ESL (un-banking in fall 2023)
Lauren Greenwald	Councilperson	Art
Steve Isachsen	Councilperson	Computer Studies
Mark Laurel	Councilperson	Math
Sinar Lomeli	Councilperson	Puente/General Counseling
Richard Ma	Councilperson	Library
Kent McCorkle	Councilperson	Chemistry (on Sabbatical in Spring 2024)
Casey McFarland	Councilperson	Kinesiology Health Nutrition
Michelle Odom	Councilperson	Nursing & Allied Health
Jake Strona	Councilperson	Letters Pre-Transfer
Kristi Wish	Councilperson	Transfer Counseling

2024-2025 Curriculum Approvals
Effective: August 2024

Part I

I. Credit Course Level						
A. New Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
KHAN	ATHL	104		<u>Beach Volleyball Techniques</u> : This activity class integrates beach volleyball techniques with practice of in-game situations. Topics include beach volleyball fundamental techniques, strategies, and rules. (May be repeated three times.)	1	10/12/2023
KHAN	ATHL	105		<u>Beach Volleyball Competition</u> : This class emphasizes advanced-level instruction and training in beach volleyball skills, techniques, strategies, and leadership. Students apply beach volleyball rules to game situations and integrate strategies into competition and team play. (May be repeated three times.)	1	10/12/2023
CSIT	CSIT	150	O/GE	<u>Artificial Intelligence: Concepts</u> : This course provides a comprehensive introduction to the field of artificial intelligence (AI), including its history, techniques, and applications. Students explore the fundamental concepts and methodologies in AI, including problem-solving, knowledge representation, reasoning, ethics, and learning. Students gain an understanding of AI algorithms, techniques, and tools currently being used in this area of study.	3	10/12/2023
CSIT	CSIT	151	O/GE	<u>Artificial Intelligence: Applications</u> : This course equips students with the hands-on skills needed to integrate artificial intelligence (AI) tools into real-world work environments. It delves into actionable insights and practical application of a range of AI technologies. The course also fosters an understanding of not just the algorithms that power AI, but also their ethical implications and productivity enhancements.	3	10/12/2023
CSIT	CSIT	152	O/GE	<u>Artificial Intelligence: Strategies and Solutions</u> : This course delves into the cutting-edge research and techniques of artificial intelligence through the exploration of state-of-the-art AI models, methodologies, and ethics. Students gain exposure to current research and practical experience in implementing and evaluating advanced AI algorithms and systems for a wide range of complex tasks and real-world applications.	3	10/12/2023

I. Credit Course Level						
A. New Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
MATH	MATH	103H	O/GE	<u>Statistics (Honors)</u> : This course introduces the use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square, and t-tests; and application of technology for statistical analysis, including the interpretation of the relevance of statistical findings. Students use appropriate statistical techniques to analyze and interpret applications based on data from a broad range of disciplines. This honors course gives students the opportunity to obtain a higher level of understanding on topics currently available in MATH 103. It emphasizes logical reasoning, problem solving, and applications.	4	10/26/2023
MATH	MATH	135	O/GE	<u>Precalculus Mathematics</u> : This course covers functions and their properties as well as basic concepts of analytic geometry and trigonometry. Topics include linear, quadratic, polynomial, rational, trigonometric, inverse trigonometric, exponential, and logarithmic functions; systems of equations and inequalities; solving applied problems with right triangles; trigonometric identities; polar coordinates; conics; vectors; and sequences and series. This course prepares students for MATH 150/150H	6	10/26/2023
MATH	MATH	150S	O/GE	<u>Calculus and Analytical Geometry I with Integrated Support</u> : This course is the first in a three-semester calculus sequence designed for mathematics, science, and engineering majors. Topics include limits and continuity; differentiation of algebraic functions and their inverses, trigonometric functions and their inverses, and exponential functions and their inverses; integration and the fundamental theorem of calculus; and applications of differentiation and integration. Utilizing a just-in-time approach, the course provides additional support and reviews topics from precalculus. NOTE: A graphing calculator is required. UC CREDIT LIMITATION: Credit for MATH 115, MATH 115S, MATH 150, or MATH 150H	7	10/26/2023

I. Credit Course Level						
A. New Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
ETHN	NAIS	100	O/GE	<u>Introduction to Native American and Indigenous Studies</u> : This course introduces students to the interdisciplinary field of Native American and Indigenous studies using ethnic studies theories and methods. Students learn the diversity of traditional Native Americans across Turtle Island (i.e., the continent of North America), with a focus on tribes in California and San Diego. Topics include the history of settler colonialism, genocide, manifest destiny, displacement, reservations, and forced assimilation. Students engage with the complex legal and political experiences of Native communities, such as the formation of treaties, tribal governance systems, sovereignty, and international law. Students also examine the revitalization, renaissance, and resurgence of Native American agency, identity, cultural practices, communities, and environmental movements. The course requires students to connect with living Native peoples through community engagement and service learning opportunities.	3	10/26/2023
ETHN	PACS	100	O/GE	<u>Introduction to Pacific Islander and Oceania Studies</u> : This course introduces the interdisciplinary field of Pacific Islands, Pacific Islander, and Oceania studies. Students learn island and ocean geographies by studying maps and discussing the cartographic politics that formed the regions of Polynesia, Micronesia, and Melanesia. They explore the diverse cultures and identities of the Pacific, highlighting traditional knowledge, customs, arts (storytelling, weaving, tattooing), practices (canoe building, navigation, surfing), religion, and food. Topics include the colonial, postcolonial, and neocolonial histories of the region, from the arrival of European imperialism in the 16th century to contemporary geopolitical struggles. Course materials encompass history texts, scholarly essays, maps, films, literature, music, dance, art, and photography.	3	10/26/2023
MUS	MTEC	125	O	<u>Sound for Visual Media</u> : Students learn the theory and practice of audio production for film, television, and visual media. Topics include fundamentals of acoustics, microphones, digital audio workstations (DAWs), audio editing, and mixing.	3	10/26/2023
MUS	MUS	230A	O	<u>Guitar III</u> : This course delves into advanced techniques and concepts for semi-professional and professional guitar players. Students explore advanced scales, modes, and more intricate chord progressions. The course also covers music theory in greater depth, enabling students to analyze, deconstruct, and improvise over complex songs.	1	10/26/2023

I. Credit Course Level						
A. New Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
MUS	MUS	230B	O	Guitar IV: This course is designed to provide students with a comprehensive understanding of the guitar fretboard. Topics include advanced techniques, advanced music theory, and in-depth improvisation. Students also explore genre-specific playing styles and work on a final project showcasing their mastery of the instrument.	1	10/26/2023
PHSC	GEOG	155	O/GE	<u>Introduction to Geographic Information Systems and Techniques with Lab</u> : This course provides an introduction to the fundamentals of geospatial technology, including geographic information systems (GIS), Global Positioning Systems (GPS), cartography, remote sensing, and spatial analysis, through a series of hands-on computer-based exercises and on-site field exercises. Participants learn how to utilize geospatial technology to address social and environmental issues. Course content is based upon the US Department of Labor's Geospatial Technology Competency Model for entry-level geospatial occupations, including geospatial or GIS technicians and technologists.	4	10/26/2023
Total Credit Course Additions: 14						

2024-2025 Curriculum Approvals

Effective: August 2024

Part I

I. Credit Course Level						
B. Modified Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
SSCI	ANTH	190	O/GE	Primate Behavior and Ecology	3	9/28/2023
SSCI	ANTH	190H	O/GE	Primate Behavior and Ecology (Honors)	3	9/28/2023
BTEC	BTEC	107	O/GE	Exploring Biotechnology: Emerging Trends, Careers, and the Local Industry	3	8/24/2023
BTEC	BTEC	120	O	Business and Regulatory Practices in Biotechnology	3	8/24/2023
BTEC	BTEC	180	O/GE	Biostatistics	4	8/24/2023
BTEC	BTEC	180H	O/GE	Biostatistics (Honors)	4	8/24/2023
BTEC	BTEC	210	O	Data Analysis with Excel	1	8/24/2023
BTEC	BTEC	211	O	Technical Writing for Regulated Environments	1	8/24/2023
KHAN	KINE	200	O	Physical Education in the Elementary School	3	8/24/2023
MUS	MTEC	160	O	Business of Music and Media I	3	8/24/2023
NAAH	PHAR	100	O	Basic Pharmacology--Dosages and Calculations	3	8/24/2023
SSCI	ANTH	105	O/GE	Evolution of Human Behavior	3	8/24/2023
SSCI	ANTH	105H	O/GE	Evolution of Human Behavior (Honors)	3	8/24/2023
BTEC	BTEC	110	O	Basic Techniques in Biotechnology	5	8/24/2023
BTEC	BTEC	110H	O	Basic Techniques in Biotechnology (Honors)	5	8/24/2023
BTEC	BTEC	201	O	Advanced Cell Culture	1	8/24/2023
BTEC	BTEC	203	O	Techniques in DNA Amplification	1	8/24/2023
BTEC	BTEC	204	O	Recombinant DNA	1	8/24/2023
BTEC	BTEC	206	O	Principles of Separation and HPLC	1	8/24/2023
BTEC	BTEC	207	O	Techniques in Immunochemistry and ELISA	1	8/24/2023
BTEC	BTEC	231	O	Gene Editing Techniques: CRISPR-Cas9	1	8/24/2023
MATH	MATH	226	O	Discrete Mathematics	4	8/24/2023 & 10/26/2023
MATH	MATH	226H	O	Discrete Mathematics (Honors)	4	8/24/2023 & 10/26/2023
NAAH	NURS	160	O	Certified Nursing Assistant	6.5	8/24/2023 & 10/26/2023
SSCI	ANTH	104	O/GE	Native American Cultures	3	9/14/2023
SSCI	ECON	100	O/GE	Survey of Economics	3	9/14/2023
SSCI	PLSC	102	O/GE	American Institutions and History	4	9/14/2023
CSIT	CSIT	101	O/GE	Introduction to Computers	3	9/14/2023
CSIT	CSIT	110	O/GE	Computer Applications	3	9/14/2023
CSIT	CSIT	125	O	Microsoft Word for Business	3	9/14/2023
CSIT	CSIT	128	O	Microsoft Excel for Business	3	9/14/2023
CSIT	CSIT	131	O	Microsoft Access for Business	3	9/14/2023
CSIT	CSIT	134	O	Microsoft PowerPoint for Business	3	9/14/2023
CSIT	CSIT	137	O/GE	Google Apps for Business	3	9/14/2023
CSIT	CSIT	146	O	E-Commerce and Web Presence	3	9/14/2023
CSIT	CSIT	149	O	Microsoft Windows	3	9/14/2023
CSIT	CSIT	182	O	Fundamentals of Computer Security	3	9/14/2023
CSIT	CSIT	183	O	Windows Server	3	9/14/2023
CSIT	CSIT	184	O	Linux Server	3	9/14/2023
CSIT	CSIT	195	O	IT Career Exploration and Portfolio Development	1	9/14/2023
CSIT	CSIT	286	O	Professional Certification Preparation	1	9/14/2023
DESN	DESN	203	O	Solid Modeling	3	9/14/2023
DESN	DESN	286	O	Professional Certification Preparation	1	9/14/2023
DNCE	DNCE	250		Contemporary Dance Intensive I	1.5	10/12/2023
DNCE	DNCE	253		Contemporary Dance Intensive II	1.5	10/12/2023
DNCE	DNCE	254		Contemporary Dance Intensive III	1.5	10/12/2023
DNCE	DNCE	256		Contemporary Dance Intensive IV	1.5	10/12/2023
PHSC	GEOG	101L	O/GE	Earth's Dynamic Environment: Introduction to Physical Geography Lab	1	10/12/2023
MAT	MAT	290	O	Portfolio Development	3	10/12/2023
MATH	MATH	150	O/GE	Calculus and Analytic Geometry I	5	10/12/2023
MATH	MATH	150H	O/GE	Calculus and Analytic Geometry I (Honors)	5	10/12/2023
MUS	MUS	228	O	Classical Piano	1	10/12/2023
CSIT	CSIT	123	O/GE	Introduction to Data Analytics	3	10/12/2023
PHSC	GEOG	101	O/GE	Earth's Dynamic Environment: Introduction to Physical Geography	3	10/12/2023
PHSC	GEOG	102	O/GE	People, Place, Time: Introduction to Human Geography	3	10/12/2023

**2024-2025 Curriculum Approvals
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Part I

I. Credit Course Level					
C. Deleted Courses					
Department	Subject	Course #	Course Title & Catalog Description	Units	Date Approved
BIO	BIO	106	Introductory Biology: Infectious Diseases--A Global Concern	3	9/28/2023
BIO	BIO	109	Introductory Biology: The Fundamentals of Life on Earth	4	9/28/2023
BIO	BIO	190	Survey of Human Musculoskeletal System	1	9/28/2023
DNCE	DNCE	191	Tap Dance I	1.5	8/24/2023
ESL	ACE	149	Introduction to Academic Writing for Students from Multilingual Backgrounds	4	10/26/2023
ESL	ACE	150	Introduction to College Composition for Students from Multilingual Backgrounds	4	10/26/2023
ESL	ACE	296	Topics in American College English	1-3	10/26/2023
LTRSPT	ENGL	50	Introduction to College Composition	4	10/26/2023
SOC	SOC	230	Introduction to Chicana/o Studies	3	10/26/2023
Total Credit Course Deletions: 9					

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Part I

II. Certificate and Degree Level						
A. New Degrees and Certificates						
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
CSIT	CSIT	COA	AS	Artificial Intelligence	25	10/12/2023
SSCI	ANTH	COA		Global Health	13-14	10/26/2023
PHSC	GEOG		AA-T	Geography for Transfer	20-22	10/26/2023
KHAN	HEAL		AS-T	Public Health 2.0 for Transfer	23-26	10/26/2023

Total New Degree and Certificates: 5

2024-2025 Curriculum Approvals

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Part I

II. Certificate and Degree Level						
B. Modified Degrees and Certificates						
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
BUS	HOSP	COP		Guest Services and Concierge	12	8/24/2023
LIBARTS	LIBARTS		AA	Liberal Arts with an AOE in Arts and Humanities	18	9/14/2023
LIBARTS	LIBARTS		AA	Liberal Arts with an AOE in Creative and Applied Arts	18	9/14/2023
LIBARTS	LIBARTS		AA	Liberal Arts with an AOE in Mathematics and Sciences	18	9/14/2023
LIBARTS	LIBARTS		AA	Liberal Arts with an AOE in Multicultural Studies	18	9/14/2023
LIBARTS	LIBARTS		AA	Liberal Arts with an AOE in Social and Behavioral Sciences	18	9/14/2023
CSIT	CSIT	COP		Business Productivity Software Applications	9	10/26/2023
CSIT	CSIT	COP		Certiport IC3 Digital Literacy	9	10/26/2023
CSIT	CSIT	COP		Emerging Technologies	9-10	10/26/2023
MATH	MATH		AS-T	Mathematics for Transfer	20-24	10/26/2023
THEATR	FILM		AS-T	Film, Television, and Electronic Media for Transfer	18-19	10/26/2023
MAT	MAT	COA		Video and Media Design	30	10/26/2023
Total Modified Degrees and Certificates: 12						

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Part I

II. Certificate and Degree Level						
C. Deleted Degrees and Certificates						
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
THEATR	FILM		AA	Film Studies	29-30	9/28/2023
DESN	DESN	COP		Construction Management	14-15	9/14/2023
KHAN	HEAL		AA-T	Public Health Science for Transfer	31-33	10/12/2023
Total Deleted Degrees and Certificates: 3						

2024-2025 Curriculum Approvals
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Part I

III. Noncredit Program Level
A. New Program

Department		Program	Date Approved
		None.	

Total New Noncredit Programs: 0

III. Noncredit Program Level
B. Modified Program

Department		Program	Date Approved
		None.	

Total Modified Noncredit Programs: 0

III. Noncredit Program Level
C. Deleted Program

Department		Program	Date Approved
		None.	

Total Deleted Noncredit Programs: 0

2024-2025 Curriculum Approvals
Effective: August 2024
Part I

III. Noncredit Course Level

A. New Course

Department	Subject	Additional Approvals	Course Title and Description	Date Approved
			None.	

Total New Noncredit Course: 0

III. Noncredit Program Level

B. Modified Course

Department	Subject	Additional Approvals	Course Title	Date Approved
NCESL	NCESL 29	O	Listening and Speaking Skills for Multilingual Students	10/26/2023
NCESL	NCESL 39	O	Reading and Vocabulary Development for Multilingual Students	10/26/2023
NCESL	NCESL 49	O	Grammar for Multilingual Students	10/26/2023
NCESL	NCESL 53	O	Advanced Grammar for Writing for Multilingual Students	10/26/2023
NCESL	NCESL 55	O	Introduction to Academic Writing for Students from Multilingual Backgrounds	10/26/2023
NCESL	NCESL 57	O	Introduction to College Composition for Students from Multilingual Backgrounds	10/26/2023

Total Modified Noncredit Courses: 6

III. Noncredit Program Level

C. Deleted Course

Department	Subject	Additional Approvals	Course Title	Date Approved
AHS	NCENG 50		Introduction to College Composition	10/26/2023

Total Deleted Noncredit Courses: 1



President

Cheryl Aschenbach
Lassen College

Vice President

Manuel Vélez
San Diego Mesa College

Secretary

LaTonya Parker
Moreno Valley College

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Robert L. Stewart Jr.
Los Angeles Southwest
College

Representative at Large

Juan Arzola
College of the Sequoias

Representative at Large

Christopher Howerton
Woodland Community
College

North Representative

Mitra Sapienza
City College of San Francisco

North Representative

Eric Wada
Folsom Lake College

South Representative

Kimberly H. Stiemke
North Orange Continuing
Education

South Representative

Carlos Guerrero
Los Angeles City College

Area A Representative

Stephanie Curry
Reedley College

Area B Representative

Karen Chow
De Anza College

Area C Representative

Erik Reese
Moorpark College

Area D Representative

Maria-José Zeledón-Pérez
San Diego City College

Executive Director

Krystinne Mica

ASCCC Exemplary Program Award

The Academic Senate for California Community Colleges (ASCCC) is pleased to announce the call for nominations for the Exemplary Program Award.

Sponsored annually by the Foundation for California Community Colleges, the Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs.

The California Community College system is the largest public higher education system in the country, enrolling over 1.8 million students. The theme for the 2023-24 Exemplary Program Award is: **Excellence in promotion and advancement of Ethnic Studies.**

Excellence in this area will be demonstrated by understanding the experiences, challenges, and thought processes of students, and the promotion of efforts to teach ethnic studies centered on African American, Chicano/Latino, Asian American, and Native American courses which enable students to learn about their own stories.

Basic Information

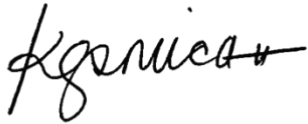
- The 2023-2024 award theme is: **Excellence in promotion and advancement of Ethnic Studies**
- Each college or district may nominate one program.
- Up to two California community college programs will receive cash awards of \$4,000
- Up to four California community college programs will receive honorable mention plaques.
- **Completed applications must be received by the ASCCC office by 11:59 p.m. on November 5, 2023.**

Applications must be submitted via the [ASCCC Exemplary Program Award online application](#) along with a copy of the signatures page and supporting letter. You will receive a notification via the online portal once your application has been received.

Exemplary Program Award recipients are selected from throughout the state with no more than two from any single ASCCC area. Recipients will be notified when the selection process is completed. A minimum of three nominations statewide must be received for the selection process to proceed.

The selection committee will complete the review process by early December. Winners of this prestigious award will be honored at the January 2024 Board of Governors' meeting. Please contact the ASCCC office with any questions.

Collegially,

A handwritten signature in black ink, appearing to read "Krystinne Mica". The signature is fluid and cursive, with a horizontal line extending from the end.

Krystinne Mica, Executive Director

Enclosures:

[Signatures Page](#)

[Exemplary Program Award Rubric 23-24](#)



ASCCC Exemplary Program Award – Rubric 2023-24

Name of College and Program: _____

- a. Indicators of Overall Program Success (0-5 points)
- b. Evidence Showing Need and Innovation (0-5 points)
- c. Demonstrated Collaboration (0-5 points)
- d. Evidence of Program Supporting Your College’s Mission Statement (0-5 points)
- e. How This Program Could Be a Model for Other CCs (0-5 points)

Table of Rubric Points. Total points possible 25v

Rubric Category	0	1	2	3	4	5
a. Indicators of Overall Program Success	Not present	Cites positive program attributes but lacks supporting detail Too vague	Indicators of program success cursorily cited Quality and/or quantity of data is insufficient	Sufficient number of indicators of program success cited Quantitative OR qualitative data is present but ambiguous	Significant indicators of program success cited. Detailed and substantive quantitative AND qualitative evidence	Exemplary evidence demonstrating indicators of program successes. Program demonstrates inclusion, diversity, equity, anti-racism and accessibility (IDEAA).
b. Evidence Showing Need and Innovation	Not present	Cites program uniqueness but lacks supporting detail Too vague	Evidence of innovation cursorily cited	Evidence of innovation clearly cited Evidence shows that program is innovative in addressing a recognized need	Evidence of innovation clearly cited Evidence shows that program researched need, planned an innovative intervention, and successfully implemented it	Exemplary evidence shows that program researched need of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)
c. Demonstrated Collaboration	Not present	Cites program collaboration but lacks supporting detail Too vague	Evidence of collaboration cursorily cited	Evidence shows collaboration is expanding within existing working relationships at the college or with community partners	Evidence shows new collaboration formed within the college or with community partners where none existed before the program	Exemplary Evidence of engagement in multiple organizations including community partners with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)

Rubric Category	0	1	2	3	4	5
d. Evidence of Program Supporting Your College's Mission Statement	Not present	Cites evidence supporting mission statement but lacks supporting detail Too vague	Evidence supporting mission statement cursorily cited	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area of the statement	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area AND being included in college planning (such as program review, master plan, accreditation, etc.)	Exemplary evidence for program directly supporting several aspects of the CCC mission with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA).
e. How This Program Could Be a Model for Other CCs	Not present	Cites positive program attributes but lacks supporting detail Too vague	Discussion of how this program could be a CC model is cursorily addressed Too costly or boutique to replicate	Discussion of how this program could be a CC model is addressed accurately Moderate cost or challenge to replicate	Detailed discussion of how to replicate this program at other colleges. Moderate to no cost	Exemplary evidence of resources to replicate this program at other colleges with inclusion, diversity, equity, anti-racism and accessibility (IDEAA).

Describe the identified need for the program and the innovative solution that was implemented

To support and honor the diversity of our student body and in response to the ongoing organizing and demand by student groups for Ethnic Studies at MiraCosta, an Ethnic Studies work group composed of cross curricular volunteer faculty and students advocated for and successfully established an Ethnic Studies Department in Fall 2022. Under the initial leadership of Alicia Lopez, a Sociology faculty member and Ethnic Studies discipline expert, the work group organized teach-ins, collectively developed a mission and vision statement and wrote a powerful senate resolution. In Fall 2022, we hired our first full-time faculty member, Dr. Olivia Quintanilla, who could both chair the department and teach Ethnic Studies. During her first year, she designed and taught several sections of Introduction to Ethnic Studies and proposed new courses— Introduction to Native American and Indigenous Studies, Introduction to Pacific Islander and Oceania Studies, Introduction to Chicana/o Studies and Introduction to Black Studies—to be offered in Fall 2024. Our Pacific Islander Studies course is one of few offered in the region and designed with our Oceanside community in mind. We also engage our community by building bridges between credit and noncredit through development of noncredit and high school Ethnic Studies courses.

Word Count: 200

Explain how the program collaborates with other programs on campus or within the community.

The Ethnic Studies department chair serves on the Courses & Programs Committee, and the Diversity, Equity, and Inclusion Subcommittee. Dr. Quintanilla also meets with student organizations at MiraCosta that serve underrepresented students (including PUENTE, Umoja, UPRISE, MANA, and Transitions Scholars) to discuss collaboration and mutual support. In addition, she joined the 2023-24 Title 5 Juntos Podemos Faculty Cohort co-facilitated by MiraCosta faculty to examine data and implement an equity project designed to support disproportionately impacted students in specific programs across campus. This year, the department organized an on-campus Ethnic Studies event featuring indigenous San Diego filmmakers, the first in a series of events highlighting scholars, artists, community groups, and more. Beyond MiraCosta, Dr. Quintanilla has been in dialogue with Ethnic Studies faculty and departments at various high schools, community colleges, universities, and state schools in San Diego and throughout Southern California to discuss joint events, transfer and research opportunities, and curriculum development. The department has participated in institutional planning through program review and resource requests. As a result of this work, in Fall 2023 we hired a new associate faculty, offered 7 sections of Introduction to Ethnic Studies and the college approved a new full-time faculty hire for 2024.

Word Count: 198

Describe how the program supports the principles of your college's mission statement

MiraCosta's mission is to foster "the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves." Moreover, MiraCosta is committed to "creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated." The Ethnic Studies Department supports these principles by offering courses that teach students about the diverse cultures of the United States. We deeply believe that students feel nurtured and empowered when they see themselves and their cultures reflected in the curriculum. Furthermore, the Ethnic Studies department collaborates with other campus programs focused on diversity, equity, and inclusion to contribute to creating a racially just campus climate. By providing opportunities for our students to engage with transfer and research opportunities at other universities, the Ethnic Studies department is helping strengthen the educational opportunities for our students who wish to further pursue higher education. Lastly, the community engagement the department is involved in teaches our students about the importance of service and helps build bridges between the campus and the community, which is a core ethic of Ethnic Studies.

Word count: 194

Explain how the program can be a model for other community colleges addressing such issues as cost and replication

We believe our innovative yet prudent model of slowly building an Ethnic Studies department can be a model for other community colleges. By starting the department with a single, full-time hire, we were able to slowly design and approve new courses, make connections across the college and community, and to keep the costs of program building to a minimum. With that said, it is imperative in this single-hire model to choose someone, like Dr. Quintanilla, who is qualified and committed to take on this responsibility, and who is dedicated to the community and to the community college ethos. In addition, the establishment of any new department (especially one with a single faculty member) will require the ongoing support of administrators and faculty from other departments. Thus, our model of an Ethnic Studies Working Group that meets regularly is essential to the department's success. This Fall, six of our seven classes filled with waitlists which illustrates the local demand for Ethnic Studies and further supports the expansion of our program. All Fall offerings were ZTC and it is the intention of the department to develop all new courses within the program as ZTC.

Word Count: 192

RECOMMENDED PRIORITIZATION OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 29, 2023

In this hiring cycle, 11 departments requested a total of 16 full-time faculty positions (3 categorically funded and 13 district funded). Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC hiring subcommittee read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide provided to plan authors. On September 21, 2023, the taskforce met for the first time to share their request ranking order, engage in robust discussion of the justifications provided by the plan authors and the potential for each request to positively impact the campus community, and gather questions for plan authors. The taskforce met again on September 29, 2023 to continue discussions and complete the final ranking order. The taskforce's rationales for ranking are provided for each of the requested positions. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

The taskforce members (listed below) were unanimous in the following prioritization of the faculty hiring requests.

Shafin Ali, Economics

Kris Peck, Student Accessibility Services

Daniel Ante-Contreras, Letters

Ticey Hosley, Counseling

Denée Pescarmona, VP Instruction

Giana Carey, Nursing

Julie Cord, Adult High School

Alketa Wojcik, VP Student Services

Stacey Hull, Biology

Prioritization of categorically funded full-time faculty requests (non-district funding).

1. Student Accessibility Services (SAS)

This position is a replacement for the full-time SAS Counselor/Learning Disability Specialist. SAS is a categorically funded program, providing academic accommodations, academic and career advising, and other supports and services for students with disabilities (such as resolving complaints and grievances) in a timely manner, in accordance with district, state and federal requirements.

Key goals are to ensure equitable access, provide out-and-in-reach interventionist activities (with external partners—local feeder high schools, Department of Rehabilitation, and internal partners—

General Counseling, Career Services, EOPS, Health Services and Instruction), conduct “Welcome Meetings,” “Disability Management Counseling,” “Complaint and grievance resolution,” and enhance student success. Leadership activities such as liaison agent (to credit and non-credit programs), professional development, lead-coordinator of SAS programs, are severely compounded by associate counselors who have responsibilities at other colleges, are subject to temporary assignments, require considerable training, and can only serve a fraction of students. Comparing SAS with EOPS (another categorically funded program), the former served more than twice the number (1224 versus 563) of unduplicated students during 2022—2023 with the same number of full-time faculty. The rate of growth for these students increased from 10.5% (2020-21 to 2021-22) to over 17% (2021-22 to 2022-23). The “high touch” quality support services of SAS have also helped students with disabilities as not being identified as a disproportionately impacted student group relative to the Student Equity Plan.

Timely and high-quality services is imperative to serve the number of students with special needs (6% of MiraCosta student population) who fall under 10 different disability categories, and even without the Title 5 mandate (Code of Regulations Sections 56000-56076), it is vital that the SAS department be provided with a full-time faculty to help ensure student success.

2. EOPS - Foster Youth Counselor

EOPS requests a full-time foster youth counselor position for the newly funded NextUp program within the EOPS department. This position will be funded 100% by categorical funds (NextUP and Student Equity). The planning process for this full-time faculty counseling position started in the spring of 2023 when MiraCosta College received NextUp funds from the chancellor’s office to fully implement the program.

The full-time faculty hire request aligns with EOPS department's short and long-term goals to implement the NextUp program at MiraCosta College and to continue the support of all former foster youth under the current student equity's RAFFY program. The NextUp program is intended to provide over and above services to current or former foster youth in California whose dependency was established or continued by a court of competent jurisdiction, including a tribal court, on or after the youth's 13th birthday and is not older than 25 years of age at the commencement of the academic year. While NextUp is a newly funded program, the RAFFY program has provided services to all former foster youth at MiraCosta College for almost 18 years. RAFFY is an ASE program under student equity but continues to be housed in EOPS because the program originated out of EOPS.

Although RAFFY has been at MiraCosta College for almost 18 years and is currently an ASE program in student equity, there has not been full-time counseling or staff support assigned to the program. The request is to have a full-time foster youth counselor who will serve all NextUp and RAFFY students. There is a potential to serve a greater number of former foster youth students at MiraCosta College if we have full-time faculty counselor support. Currently, we are serving about 50% of the self-identified students in RAFFY and about 25% in NextUp. The goal is to increase the number of students served.

3. EOPS - CalWORKs Counselor

This full-time faculty hire request is a replacement for Larry Burns. This position will be funded 100% by categorical funds (EOPS and CalWORKs). There is a critical need to replace this full-time counseling position to provide academic support to not only EOPS, but also CalWORKs students and to meet program guidelines. This counselor serves as the main CalWORKs counselor for the CalWORKs students in the program and is the liaison between students and county case workers. In addition to CalWORKs counseling support, this counselor also provides counseling services to EOPS students.

The organizational structure and composition of EOPS/CalWORKs at MiraCosta is similar to the Student Accessibility Services (SAS) program in terms of the number of students served and the composition of full-time faculty. SAS serves 1,224 unduplicated students and has 3 full-time counselors and 1 faculty director/coordinator. In comparison, EOPS and CalWORKs served 655 unduplicated students in 2022-2023 with 3,204 counseling appointments. Currently, EOPS has two full-time counseling positions (EOPS and EOPS/CARE) and 1 faculty director/coordinator.

Given that EOPS and CalWORKs are both funded by the state, the department must meet state mandates to stay in compliance with the Chancellor's office. EOPS and CalWORKs students must meet at least two times with a counselor each semester in addition to participating in specialized programming such as workshops and other activities coordinated by the Counselor. Given the total number of students served and the required number of appointments by each student, we have a desperate need to fill this full-time position, especially now that the numbers of students served is starting to increase in all programs within the EOPS department.

Prioritization of district funded full-time faculty requests.

1. Psychology

Psychology is seeking to replace two full-time faculty that were lost in the 2022 – 2023 academic year and this summary represents one of those requests. The department lost 40% of their full-time faculty, three courses (PSYC101, PSYC104, and PSYC100) that are among the most highly enrolled college wide, loss of instructors who teach capstone courses (PSYC104 and PSYC205 that are critical courses to the program, degrees, and certificates), and enrollment increases this fall are all strong indicators of need. The department started the Fall 2023 semester with only three full-time faculty, with a full-time to part-time LHE of 46 to 160, respectively. The full-time and part-time faculty are now spread so thin across sections that the department has been forced to seek special permission for several associate faculty to exceed the maximum 10 LHE per semester.

Reflection on equity data showed that students identifying as Black/African American, or Hispanic/Latinx, first generation college students, and part time college students have been identified as having disproportionate impact in the Psychology Program. Replacement of a full-

time faculty member will allow the department to continue efforts to support these populations. A departmental goal is to bring in a new faculty with innovative and culturally competent instructional practices and who are interested in participating in governance, the college's initiatives and programs, and professional development.

2. Ethnic Studies

A new Ethnic Studies program was created at MiraCosta College in Fall 2022, demonstrating the commitment of the college values toward diversity and equity. As a result, two new full-time faculty positions were requested to ensure that this new program is established and grown effectively. This summary represents one of those requests. Currently, only one full-time faculty in their second year of tenure review and one associate instructor are teaching courses in Ethnic Studies, and the new hires are being sought to directly support the only full-time faculty member to develop this new program, course offerings, and future certificate program.

With Ethnic Studies being a new program there is not yet any previous data to add to this request. In Fall 2023 there are sections of ETHN/SOC 207 being offered and these classes are all filled with waitlists of 10+ students. Additionally, in Fall 2023, 6 sections of ETHN 100 are being offered and one additional online section was added to meet student demand. With Chicano Studies and Black Studies courses moving under the Ethnic Studies umbrella, and the removal of cross listing of ETHN/207 in Fall 2024, the demand in Ethnic Studies is anticipated to be 20+ course offerings including Introduction to Pacific Islander and Oceania Studies and Introduction to Native American Indigenous Studies.

Given the unique situation that Ethnic Studies is a brand-new department the faculty are tasked with additional labor compared to other established departments in the form of student contact hours and campus engagement efforts to introduce and explain Ethnic Studies to the MiraCosta campus community, build relationships with faculty and students, and attend regional and statewide trainings and meetings to stay updated on evolving Ethnic Studies developments and requirements. Ethnic Studies is currently required for both CSU Breadth and IGETC (general education) and in 2025-2026 all high school students will be required to take a course (opening an opportunity for students to cross enroll at MiraCosta). With the one full-time Ethnic Studies faculty serving as the department chair and with the capacity to teach 4 courses, there is a significant unmet need in the department.

3. Physics

Due to the resignation of a full-time faculty member, the Physics program is requesting a replacement hire. Physics courses are required major prep for most STEM majors, and three full-time faculty members are essential to the functioning of the Physics program. The Physics program has had steady or increasing enrollments at the Oceanside campus and online, even while the college has seen decreasing enrollments. During this time, the Physics program has increased its scope (adding a course for Electrical Engineering majors and building partnerships with local engineering programs at CSUSM and SDSU) and has produced success rates above the

college average (83% vs college-wide 69%). It is extremely hard to hire associate faculty in Physics, and most of the time the associate applicant pool is empty. If this replacement hire is not funded, the Physics program will continue to be dependent on an associate faculty pool that is not sufficient in size to cover classes or to cover any departures of associate instructors. The remaining two full-time Physics instructors would struggle to fulfill duties that have been historically shared among three full-time instructors. This would be a detriment to key components of student success, such as coordination between Physics instructors and the STEMLC/ tutoring program, assessing CSLOs in a meaningful and robust way, and managing Physics offerings between two campuses and online modalities.

At first glance, it appears that the Physics program has seen a decrease in most metrics, but this decrease has roughly matched the decreases seen college wide. For example, comparing 2018-2019 through 2021-2022, the Physics program enrollment shrank by 24%, while the rest of the college enrollments shrank by 20%. FTEF in Physics shrank by 12% while FTEF in the college shrank by 10%. When we dig deeper into the numbers, however, we see that the main drive in the decrease in Physics numbers is a decrease at San Elijo. Quite importantly, if we disaggregate the data and exclude San Elijo from the data, then the Physics program has grown in enrollments over the past three years with a 20% increase from 2018-2019 through 2021-2022. Meanwhile, the total college enrollments, excluding San Elijo, decreased by 10%. So, it is clear that the demand for the Physics program remains strong. It is just that the Physics program was hit particularly hard by decreases at San Elijo. The Physics program is closely monitoring the situation at San Elijo and are discussing within the department and with the dean about how to increase enrollments at San Elijo, while also balancing offerings between campus and online. We expect demand for Physics to increase as CSUSM increases their new majors (Electrical Engineering, Computer Engineering and Software Engineering). These majors are impacted at the universities in San Diego, so having CSUSM add these majors will attract many students, all of whom will need to take Physics. The department will eventually write new courses to mirror the lower-level engineering courses at CSUSM and SDSU, further increasing the student demand for Physics classes.

4. Nursing and Allied Health - Medical Surgical Expertise for Part Time LVN Programming

The full-time faculty hire request for the Part Time Licensed Vocational Nurse (LVN) Program is essential for the growth, function and state licensure requirements of The California Board of Vocational Nursing and Psychiatric Technicians (BVNPT). The BVNPT mandates the need for full-time theory content experts and the educator to student ratio in the clinical setting. This hire will meet the regulatory requirements and mandates. This position is a replacement for a 20-year veteran faculty member at NAAH who is retiring. Sue Simpson will be retiring at the end of the Fall 23 semester and has served in various roles, including theory and clinical instruction for the RN and LVN programs, department chair, assistant RN director, and LVN director. NAAH seeks a replacement faculty to support the part time LVN program to maintain continuity and ensure student success. The request emphasizes the need to address the disproportionate FT to PT faculty ratio (currently, PT FTE delivering 90% of the programming in two LVN programs) and

alleviate strain on the severely impacted LVN programs that are currently facing a waitlist through 2030.

Currently, LVN graduates from MiraCosta College continue to rank highest in the state pass rates which surpass the nation norms and full-time faculty leadership is necessary to maintain student pass rates. The requested full-time faculty position is seen as vital for supporting more student admissions and addressing the nursing employment needs we are facing in the county and state and will be facing in the years to come.

5. Adult High School

The Adult High School (AHS) is requesting a replacement full-time faculty position to teach Adult High School diploma-eligible math courses, mirrored Adult High School/non-credit math courses, and math courses within the GED program. In addition, because math and the sciences broadly fall under the same STEM umbrella, this position would act as a faculty lead for both the AHS math and AHS science courses and curriculum. A similar hiring request, but for a replacement math faculty position only, was made last year and not filled by the college. The Adult High School had been aware for three years, and has included in two previous program reviews, that the full-time math faculty member was planning to retire at the end of spring 2023 and therefore a replacement position was sought during the last year of employment. The present request more accurately represents the math needs of AHS students in the various STEM courses that include mathematical concepts and require leadership from a full-time faculty member. At present AHS math, GED, and science have no full-time faculty leadership, causing a lack of oversight in critical areas necessary for graduation. The present full-time faculty (two faculty in English and one in Social Science) cannot provide this leadership due to lack of discipline expertise. With this revised position/request, all areas of the high school will have oversight by full-time faculty, providing leadership across all disciplines.

Enrollments in math, science, and GED courses are trending towards an increase. This trend and data are consistent with AHS programs throughout the state and nation. In addition, because AHS math courses are mirrored with credit math courses, there is an observable increase in students taking primarily credit coursework with a non-credit math class as supplemental support. Given the pressures of AB705/1705, this trend is anticipated to continue to increase over time. This full-time hire would also support innovation in the form of new curriculum development and the restructuring and revision of current curriculum. In fall 2023, full-time faculty in AHS English are taking on the monumental task of revising all AHS English courses to be more responsive to student needs, more culturally relevant, and adaptable to both academic and career needs. Conversely, AHS math curriculum has not seen a major revision in several years and it is also in need of a similar re-envisioning. However, in the absence of full-time math faculty and leadership over math, GED and science, these courses cannot be meaningfully and comprehensively revised. Additionally, without an AHS liaison to the credit math department, it is difficult for the program to stay aware of the trends that are taking place more broadly as a result of AB 705/1705 and other legislative changes that will affect all incoming college students, both from area high schools and from our own.

6. Veterans Counselor

The counseling department requests a full-time faculty hire to support the Academic Career Pathway (ACP) counseling team. Veterans Services is currently served by one full-time counselor, a temporary full-time replacement counselor whose time in this capacity will end after the 22-23 academic year, and four associate counselors, of which three are employed full-time at another college, thus reducing the number of hours they can serve our students. There is also a temporary full-time counselor working in Student Accessibility Services (SAS) who also sees veteran and military affiliated students on a limited basis. A second full-time counselor focused on veterans has proven to tremendously support our students and their success.

This request aligns with MiraCosta College's goal to provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity. The dialogue around how best to serve our veteran students includes full-time counselors, associate counselors, associate counselors with veteran's experience, and the Interim Dean of Counseling and Student Development during departmental and all-counselor meetings.

Within the past five years, there have not been any requests for a full-time veteran's counselor, and this request is to replace a full-time Veteran, Military Affiliated, and Active-Duty counselor who retired in December 2022, leaving the department short one full-time counselor with veteran-specific training.

7. Nursing and Allied Health - Medical Surgical Expertise for RN Programming

This request from the Nursing Department is to hire a full-time faculty member to replace Yvette Duncan, who has recently been appointed to the Registered Nursing (RN) program director position (this director position is required by the Board of Registered Nursing). Currently, 80% of Yvette's full-time load is dedicated to the duties and responsibilities of the RN program director. Yvette's role change leaves the RN program short one full time faculty member. FT to PT faculty ratio is disproportionate with PT FTE delivering 79% of the programming in the RN & LVN (Licensed Vocational Nurse) to RN programs.

On a statewide level, community college nursing programs are being encouraged to establish 2+2 agreements with universities to enhance the transfer process. To accomplish these 2+2 agreements, RN faculty, including this requested position, need to implement programmatic and curriculum changes. Community demand for entry to the practice RNs is high as the global nursing shortage predicted pre- and post-pandemic becomes a reality. MiraCosta College nursing programs need experienced full-time instructors. By reviewing completion rates and national NCLEX pass rates for the RN program, which are well above the state average, the NAAH faculty believe that student support will be enhanced by full time faculty oversight and leadership.

8. Psychology

Psychology is seeking to replace two full-time faculty that were lost in the 2022 – 2023 academic year and this summary represents one of those requests. The department lost 40% of their full-time faculty, three courses (PSYC101, PSYC104, and PSYC100) that are among the most highly enrolled college wide, loss of instructors who teach capstone courses (PSYC104 and PSYC205 that are critical courses to the program, degrees, and certificates), and enrollment increases this fall are all strong indicators of need. The department started the Fall 2023 semester with only three full-time faculty, with a full-time to part-time LHE of 46 to 160, respectively.

Reflection on equity data showed that students identifying as Black/African American, or Hispanic/Latinx, first generation college students, and part time college students have been identified as having disproportionate impact in the Psychology Program. Replacement of a full-time faculty member will allow the department to continue efforts to support these students. A departmental goal is to bring in new faculty with innovative and culturally competent instructional practices and are interested in participating in governance, the college's initiatives and programs, and professional development.

9. Career Studies and Services

This full-time faculty hire request is for a career counseling faculty member to work with students served by the District's Redesigning the Student Experience: Guided Pathways' Academic and Career Pathways (ACPs). It aligns with the department's goal to meet the unmet needs and increasing demand of disproportionately impacted students and first time to college students who are Black/African American, Latinx, and over 25 being served by the District's Guided Pathways efforts. The Career Studies Department and Career Center are committed to serving DI students by participating on ACP Success Teams; department members have served as career liaisons on ACP Success Teams and continue to serve on mini-retreat planning, ACP Explore Day planning, and WelcomeFest planning sessions. They organize their Career & Major Fair and Job & Internship Fair by ACPs and manage Career Coach, a career resources that appears on the ACP page and every program page and that maps occupations to the MiraCosta programs that prepare students to enter those occupations.

Funds earmarked for an ACP career counselor allowed the department to hire a 23.5 hour per week career counselor in years 2 and 3 of ACP implementation. When the incumbent accepted a position at another college, department faculty invited several candidates to interview and found only one individual who possessed both the minimum and desirable qualifications. That candidate could work only 8 of the 23.5 hours, however, because she is employed full-time at another community college; the department did not hire the candidate for the ACP associate career counseling position. [Note: the ACP associate career counseling position will be eliminated if this full-time hire request is approved.]

This position will provide career assessment, exploration, and counseling to students who are disproportionately impacted and participating on ACP Success Teams and to collaborate with the Career Studies Department, Career Center, and ACP personnel, including general counselors and

Instructional Faculty Liaisons, to develop and deliver services critical to closing disproportionately impacted students' equity and achievement gaps. If the position is not funded, there will continue to be only one career counselor hired for the entire District. Still undergoing tenure review, it is critical that the current career counseling faculty member receive the support required to meet the increased demand created by ACP Success Teams and the post-Pandemic economy. It is critical that the department be adequately staffed to provide career assessment, exploration, and counseling to disproportionately impacted students to eliminate occupational segregation and help students attain educational, social, and economic mobility.

10. Library

The purpose of this plan is to replace the position of a full-time librarian who retired at the end of AY 2022-23 and hire a full-time librarian to fulfill duties in instruction, information literacy, outreach to disproportionately impacted and historically marginalized student populations, and Academic and Career Pathways (ACPs). Program review data for "Student Services: Library Overall" show that the use of library services and resources averaged 28,163 contacts from AY19-20 to AY 21-22, representing a 25.6% increase. One trend that was noticeable by the department was the increase in more complex reference transactions, especially through chat. Transactions used to average 10 minutes, but multiple transactions have surpassed 30 minutes. This position will help the Library Department strategically meet the needs of students and faculty through consistent and purposeful outreach; the re-envisioning and development of library success workshops that appeal to and meet the needs of students; and the design of quality and quantitative user needs and usability studies (surveys, interviews, focus groups, observations) to assess changing user experiences, preferences, and trends in effective reference transactions with the eventual implementation of these changes.

The librarian will develop, implement, and partake in programming which promotes diversity, equity, and inclusion, such as book clubs, film screenings, and cultural events. The librarian can also ensure that information literacy instruction is inclusive and equitable. One major component of this position request deals with the promotion of the library as an integral part of the campus through instruction, exhibition, marketing, and liaising with student groups such as Puente, Umoja, Mana, Raffy, Uprise, Transitions, LGBTQIIA+, and others. Ideally, according to the Academic Senate for California Community Colleges, the ratio of full-time to associate should be 75% to 25%. The ratio of full-time to associate librarian hours is currently 41.5% to 58.5% (includes release time for two faculty members). At the time of this writing, the department has lost a full-time librarian due to her retirement, which effectively is a loss of 15 hours at the reference desk, 5 hours of institutional service, and 20 hours of specialization and planning, further reducing the ratio.

11. Art

This full-time faculty hire request is to replace and sustain the Painting and Drawing area lead in the Art Department, following the 2021 retirement of Professor Leslie Nemour. The Painting and Drawing courses make up the largest subset of courses in the Art Department, consistently

making up more than 30% of course offerings. The Art Department has historically had 7 Full-Time positions in a department offering from a high of 128 courses (in 2018-19) to a low of 104 in 2022-23). Since the retirement of Professor Nemour in 2021, combined Painting and Drawing classes for the 2021-22 academic year numbered 32 total, and with only 2 full-time faculty teaching in these areas, 87.5% of courses were taught by associate faculty. In 2022-23, there were 32 Painting and Drawing classes with 78% taught by associate faculty. Since 2016, rates for overall success and course success rates rose steadily (in the 70th -75th percentile) until the 2020 Covid19 pandemic. However, the success rates for the Painting and Drawing courses maintained an above average overall success rate hovering between 70% and 71%. The Painting and Drawing courses offered in the last five years have served a wide and diverse population of students. The Art department has recently added digital drawing to course offerings to meet increased demand for digital drawing skills. These are increasingly important skills for the digital economies of the future workforce and are proving so in increased demand in recent years. Discipline specific expertise is required for the Art Department to update and modify curriculum as required by MiraCosta College. This full-time faculty request seeks to not only replace a discipline lead, but also a curricular lead; one who will create, modify, or sunset courses reflective of the pedagogical and career specific tools required by present and future generations of students.

12. Ethnic Studies

A new Ethnic Studies program was created at MiraCosta College in Fall 2022, demonstrating the commitment of the college values toward diversity and equity. As a result, two new full-time faculty positions were requested to ensure that this new program is established and grown effectively. This summary represents one of those requests. Currently, only one full-time faculty in their second year of tenure review and one associate instructor are teaching courses in Ethnic Studies, and the new hires are being sought to directly support the only full-time faculty member to develop this new program, course offerings, and future certificate program.

With Ethnic Studies being a new program there is not yet any previous data to add to this request. In Fall 2023 there are sections of ETHN/SOC 207 being offered and these classes are all filled with waitlists of 10+ students. Additionally, in Fall 2023, 6 sections of ETHN 100 are being offered and one additional online section was added to meet student demand. With Chicano Studies and Black Studies courses moving under the Ethnic Studies umbrella, and the removal of cross listing of ETHN/207 in Fall 2024, the demand in Ethnic Studies is anticipated to be 20+ course offerings including Introduction to Pacific Islander and Oceania Studies and Introduction to Native American Indigenous Studies.

Given the unique situation that Ethnic Studies is a brand-new department the faculty are tasked with additional labor compared to other established departments in the form of student contact hours and campus engagement efforts to introduce and explain Ethnic Studies to the MiraCosta campus community as well as build relationships with faculty and students and attend regional and statewide trainings and meetings to stay updated on evolving Ethnic Studies developments and requirements. Ethnic Studies is currently required for both CSU Breadth and IGETC (general education) and in 2025-2026 all high school students will be

required to take a course (opening an opportunity for students to cross enroll at MiraCosta). With the one full-time Ethnic Studies faculty serving as the department chair and with the capacity to teach 4 courses, there is a significant unmet need in the department.

13. Nursing and Allied Health - Medical Surgical Expertise for Full Time LVN Program

Nursing and Allied Health is seeking a full-time faculty hiring request whose expertise is in Medical Surgical Nursing to support the full-time Licensed Vocational Nurse (LVN) program. The reason for this request is related to the growth of the program which recently (SU23) added a full-time LVN program in addition to the established part-time LVN program. The part-time option is for working individuals and spans 24 months (includes summer), while the full-time program is designed to be completed in 14 months (includes summer). With maximum enrollment in the new full-time LVN program, the addition of a full-time faculty member is deemed vital for program representation, continuity, and maintaining the requisite rigor. This also aligns with broader nursing education demands, contributing to the fulfillment of admission needs across MiraCosta Nursing programs. The California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) mandates the need of full-time theory content experts and the educator to student ratio in the clinical setting. This hire will meet the regulatory requirements and mandates.

In terms of departmental and institutional planning, the hiring request aims to extend full-time faculty support to the full-time LVN program. It will also address the disproportionate FT to PT faculty ratio, active participation in governance, curriculum review, and need for community liaisons. The severe impact on LVN programs, as evidenced by a waitlist stretching into 2030, underscores the urgency for this hiring request. The envisioned addition of a full-time faculty promises increased support for student admissions and addresses critical nursing employment needs in the county and state.